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Cover by Lilian Reed Dunn

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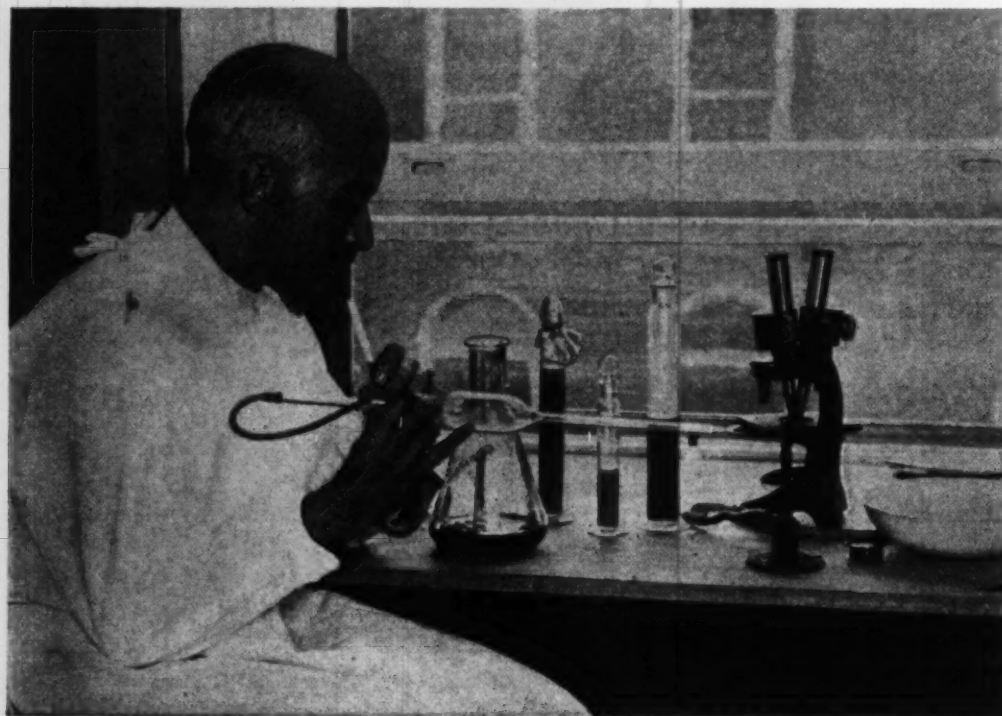
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HIGH school men who have been all too inclined to follow the example of the colleges in the administration of athletics are finding some illuminating items of news in the public press these days. The sporting pages are dotted with reports from this and that college, announcing curtailments in the intercollegiate sports program. Any number of institutions where intercollegiate competition in all branches of sport has been carried on for years on a big scale have already called off their schedules for baseball, track and field, rowing and the numerous so-called minor sports that flourish in the winter and spring.

The large sums of money used by a college to keep up with the Joneses in intercollegiate sports are no longer available since the decline in football revenue. Hence, there will be no college-financed wrestling, baseball, swimming, track, lacrosse, tennis, golf, rowing, etc., on an intercollegiate basis, because the support of the family, football, is lucky nowadays if it can feed itself.

THE GOLD DECADE

ALL the college professors, Carnegie Foundation reports and pleas of health and physical education experts over a decade have not been able to accomplish what one financially embarrassed football season is able to do.

As a friend of sports we are pleased with this turn in events, and believe that it will lead to the kind of planning and financing which, as the readjustment is made, will bring football and all the other sports into a healthier scene, where perspective is not ignored.

The worth-whileness of intercollegiate sport as it has been managed and financed seems to have been greatly exaggerated in view of the fact that these annuals are the first to go when an institution of higher learning begins to feel pressure on the football purse. The inference is clear that, in those institutions which determine the value of an intercollegiate-program sport by the earning power of football, football itself will go the moment it fails to pay its way at the gate. Madison Square Garden operates on this basis, but it was never fitting for educational institutions to do so.

The effect of all this will not be the demise of sport and games as a factor

in education, but their re-birth. It is our hope that those institutions which today are frankly appraising their recent athletic programs in the light of their real value, will in the future restore these activities on a basis that is more consonant with that degree of culture an educational institution should aim for.

These eruptions and uprootings now occurring in college athletics are the strongest evidence yet produced of the unsound and uneducational character of that college athletic financing which placed the sports program in its entirety dependent on football income, and, what was most incomprehensible, placed it outside direct control of the school faculty.

How long in the future the slow-to-see colleges will hang on to their paradox will probably depend, as usual, on their football gate receipts.

If sport as an intercollegiate enterprise is worth what we think it is, be it wrestling, rowing or running in circles, it will be restored to life on a plan of financing which is part and parcel of the money from which the history, the English and all the other departments of the school draw their life's breath.

Mr. William Bingham, the Harvard athletic director, is among the advanced administrators, who have long seen the handwriting on the wall. College presidents have had their eyes open, but they generally believed it politic to keep their mouths closed as long as football continued to lay the golden eggs that Chancellor Charles W. Flint, of Syracuse University, spoke of last month in his admirable speech at the Sportsmanship Brotherhood luncheon in New York. (See page 12 for high spots of Chancellor Flint's speech.)

High school men, though their problem is different, nevertheless observe intently the college procedure in handling the problem that was created by prosperity. The high school administrator's own athletic problem was hardly made easier by the college ex-

ample. The public was not so aware of the athletic problem facing high school administrators, because of the concentration of newspaper publicity on the colleges. "Overemphasis" suggested colleges to most persons, yet the better informed were aware of the dilemma in which many a high school principal found himself when his ideals were backed against the wall by the local Chamber of Commerce and other town boosters.

With the growth and increasing vigor of state high school athletic associations, and the formation in 1920 of their National Federation, there developed a resistance to the town-booster pressure which has resulted in much reform. But there are always new horizons in a progressive society, and the high schools have not far to look for theirs.

TRENDS

READING a review of the findings of President Hoover's Research Committee on "Recent Social Trends," we found nothing on the trend in secondary school athletics. So we telephoned our own research committee on this subject, Mr. James Edward Rogers, a member of our Editorial Advisory

Board and head of the physical education service of the National Recreation Association. Mr. Rogers, who may be knocking on your door this very minute, so extensively does he travel in the service of physical education, had the trends we wanted on the tip of his



tongue.

Trend No. 1 is the development in the interest on the part of high schools and state high school associations in athletic insurance. Mr. Neverman and his Wisconsin outfit started something, and did it very well. There is also a stronger desire on the part of school administrators to prevent injuries. Mr. Rogers said that besides the desire, he has noticed considerable action. We were hoping that this would follow.

(Concluded on page 21)

We wish every boy in America could sit at a training table

IF the training of every boy in America could be directed by one of our great athletic coaches, each boy would learn the habit of sound living.

Fortunately, thousands of boys now have this advantage, due to the efforts of scores of able coaches . . . of whom you are one.

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GEORGE E. KEOGAN, *Basketball Coach, Notre Dame University*

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CIRCULATION IN THE FRONTCOURT

By C. M. PRICE

As you probably have realized, the author of this article is the famous "Nibs" Price of the University of California. To supplement his libretto, Mr. Price has gone to great lengths in drawing diagrams which, as you will see, are richly Wagnerian in style. Or, speaking mathematically, they carry things to the nth power. As Mr. Price says, he gets great fun out of diagramming plays and then throwing them in the waste basket. The ones on the next page were rescued from that receptacle by our Pacific Coast secret service agent.

THE new rules have added a line across the middle of the court, creating a definite front and back court. By doing this they have forced us to a more concerted attack in the frontcourt. Now we have both teams in one half of the court, one on defense and the other endeavoring to score. When you have this situation on a court that is 78 to 80 feet in length you have a crowded condition that makes you work hard to score. Due to the conditions the players have to be better ball-handlers and the guards have to be chosen more for their offensive ability.

The idea of the line was to limit the stalling tactics and speed up the game. The game has at least been helped to the extent that a team must get out of the backcourt to do its stalling. To be able to keep possession of the ball in the frontcourt your team has to be more clever with the ball.

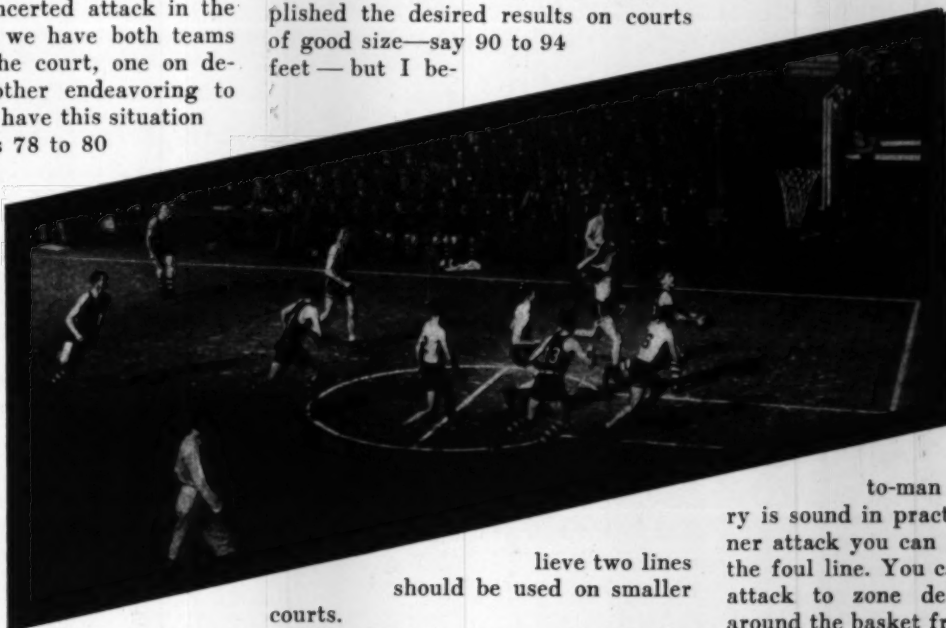
The ten-second rule has also made backcourt passing more accurate. The defense does not leave the offensive team's backcourt without causing trouble by trying to hinder the fast breaking team. All the while the offensive team is under pressure to cross the line within ten seconds.

My conclusion on these two rules is that they have aided the defensive possibilities of the game. We will see more methods worked into the defense to bother the offense. Therefore we must improve our attack in the frontcourt.

We have heard the old saying which no doubt is true in either football or basketball, that "a good offense is a

good defense." It simply means that your team must be strong enough to get possession of the ball and maintain that possession through the greater part of the game. Due to the rule that an offensive team must be out of the backcourt within ten seconds it is necessary for that team to do most of its ball handling in the frontcourt if it is going to maintain possession, or control may be a better word, of the ball for the greater part of the game. A team then can still stall in the frontcourt but it is much easier for the defensive team to break it up.

I believe that the rules have accomplished the desired results on courts of good size—say 90 to 94 feet—but I be-



lieve two lines should be used on smaller courts.

The Pacific Coast Conference, Southern Section (colleges) has asked the officials to be less strict in applying the center-line rule. If in a fast break a man with the ball is straddling the line, and passes back to a man entering the frontcourt, but not in the frontcourt as yet, the ten-second rule is not enforced. We do not call this as being either in the frontcourt or backcourt. But where both men are straddling the line and passing back and forth, the violation is penalized.

I feel that we have to work this season on a good defense for our teams in order that we may get possession of the ball. Secondly, we should work on a fast break system that we can use when opportunity requires. Thirdly, we should work on our attack in the frontcourt. This is a subject which would fill a book.

The fundamentals of ball-handling and shooting are the basis of any attack. In fact fundamentals are the

THE PROBLEM IS ONE OF DISTRIBUTION OF PLAYERS, AND OF TIMING AND RHYTHM

heart of any system of athletics and the longer we coach the more we realize that fact. So we will assume your fundamentals are well grounded and you are looking for ideas on tactics of attack.

First we must consider the size of the court we are to play on. If we have an 84 ft. court we have only 42 feet for the circulation of eight to ten players. Many high schools may not have this situation. They may have short courts of 75 feet or less, in which long shots can be taken from the center of the court. On this type of

court the attack should be so planned that it will tend to spread the defense. Do this by sending players into the corners in order to split the defensive guards. Whether you are playing against a man-to-man defense, or zone, or inter-changing zone and man-

to-man defense, this theory is sound in practice. With the corner attack you can get a variation at the foul line. You can also apply this attack to zone defenses that pack around the basket from the foul circle, preventing a possible shot under the basket.

Basketball coaches have developed many styles of attack which can be classed as either free running or set systems of play. They all revert to good passing, pivoting, body balance and shooting.

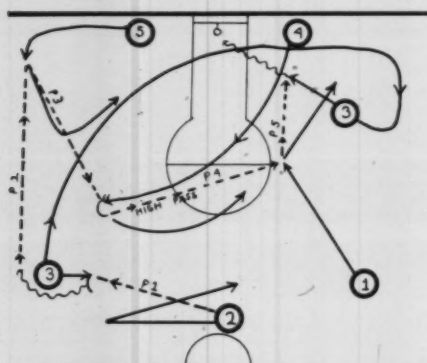
A well-trained team handles the ball; does not allow the ball to handle them. They make it go where they want it to go, and are not picking it up and plucking it out of the air, as if they were surprised to see it coming. Then, many of them treat it as though it were an ignited bomb to be tossed anywhere. Any one can pass a basketball. The real players are the ones who use the right pass at the right time and who, above all things, have a sense of timing and rhythm in their movements. The most difficult part of coaching basketball is to get timing in the plays, and a high school coach has a much harder task in this respect than

has the college coach whose players are better conditioned in the ways of the court.

The plays I have diagrammed require most receivers of the passes to be moving in part toward the pass. We can all draw good plays on paper and enjoy ourselves in doing it. It is great fun. It takes only a few minutes to draw them, but it takes hours and days and weeks to teach them to the boys. I enjoy making up plays to throw away. The chief value of plays, as far as the players are concerned, is that they supply the players with an improved "sense of circulation." They help the players by encouraging them to go to openings, to move away from guards, to "stop" and "go" in tune with the rhythm of the passwork; to distribute themselves over the passing area (which means the frontcourt for teams using the new rules).

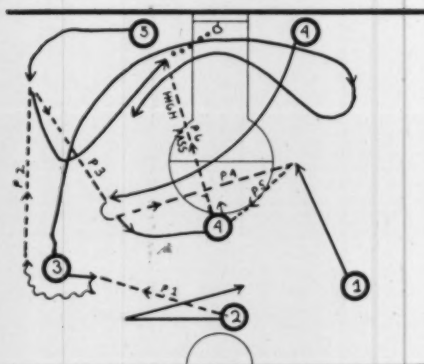
So it is with this attitude that I submit plays which are "perfect scoring plays" on paper. In fact, they have been worked in games time and again. Many plays have been worked in games that would even look foolish on paper. In the diagrams you will notice that the passes have been numbered, in order to facilitate your following the play from the start.

DIAGRAM NO. 1



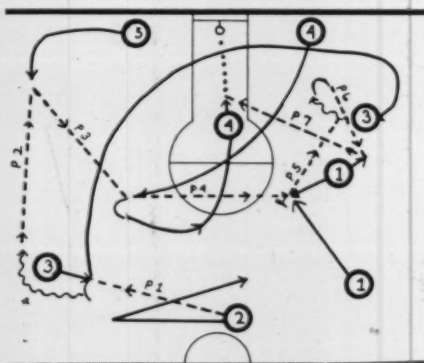
The ball has arrived in the frontcourt. No. 3 moves toward pass from No. 2. No. 3 pivots toward the side, short-dribbles if advisable and whips pass to No. 5 pulling into corner and out toward pass. Nos. 4 and 5, guards, who were in deep backcourt when play started, are now down front. No. 4, anticipating the pass by No. 3 to No. 5, pulls out through the foul lanes (he being guarded), accepts pass from No. 5, delivers high pass to No. 1 who sees No. 3 returning to the pass-attack. (Observe "circulation" path of No. 3.) No. 3 dribbles and shoots. It aids "circulation" if every player, after making his pass, follows it, generally speaking. Examine the start of the play—where No. 2 passes to No. 3. Had No. 3 been unable to pass safely to No. 5, he would have found No. 2 to his rear, ready to relieve. No. 2, when he sees that No. 3 and No. 5 are "well-connected," returns to center-court.

DIAGRAM NO. 2



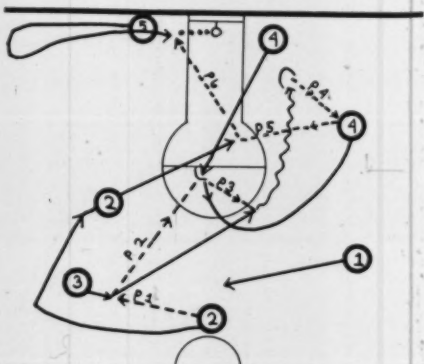
The difference between this diagram and Diagram No. 1 is that No. 1 return-passes to No. 4 because No. 3 was "closed" as he circulated down and around. No. 4 could take a shot from the edge of the foul circle if he thought well enough of the idea.

DIAGRAM NO. 3



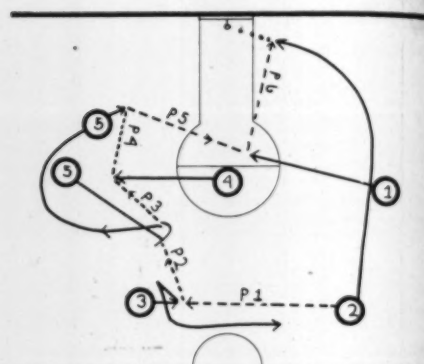
In this variation, No. 3 dribbles (wavy line), pivots and back-passes (pass No. 6) to No. 1, who has faithfully "backed up" all these plays. No. 1 fires quick pass to No. 4 at foul line. It is interesting to note the strategic values of the circulation paths of the various players.

DIAGRAM NO. 4



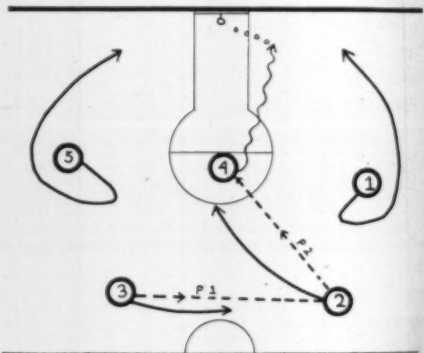
Here No. 4 serves as the conventional pivot man. His pass is to No. 3 who cuts down on the right, drives hard through with a dribble, is stopped, forcing him to back-pass to the same No. 4 who trailed No. 3's dribble for just such a development. The next pass (pass No. 5) is to Player No. 2 who went into the hole vacated by ex-Pivot Man No. 4. No. 2 now whips hook pass to No. 5, who shoots. You cannot fail to admire No. 5's superb cut-back.

DIAGRAM NO. 5



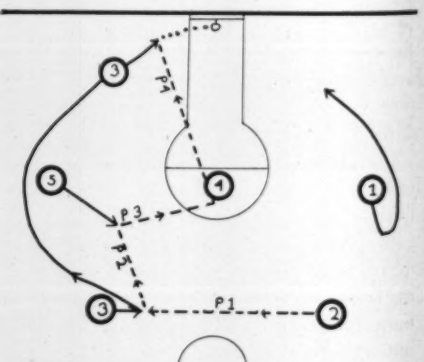
In this play, the whole circulation is effected by the decision on No. 2's part to stay on the right side of the floor. This move of No. 2 was probably brought about by his seeing that no corner play was developing; that everything was open in the area of the basket. No. 4, the pivot man, deemed it better to cut across to accept the pass (pass No. 3) from No. 5. Pivot men do well to weigh their anchors when the wind is favorable.

DIAGRAM NO. 6



A simple variation which is a good play to work on if you have a good pivot man who can throw hook shots. No. 4 receives the pass from No. 2, then pivots to the better side, dribbles and shoots.

DIAGRAM NO. 7



This is a good basic play for a short-pass attack, and many variations of it can be worked which, like this, drive two men into the basket. No. 2 passes to No. 3, who passes to No. 5, who passes to Pivot Man No. 4 who might have received the pass from No. 3 in the first place, or from No. 2. But then what would have been the use of this diagram?

BASKETBALL SYMPOSIUM

At the request of Scholastic Coach the secretaries of a number of state high school athletic associations have submitted reports on the condition of high school basketball in their respective states. Those states not represented here have been asked to make reports in the March issue.

ALABAMA • • •

ALTHOUGH basketball among the high schools of Alabama is suffering from closing of schools over the state, with many others expecting to close at any moment*, the season as a whole seems to be headed toward a very successful result from a playing point of view.

The new rules have added speed to the game and somewhat forced the coaches to spend more time on the passing game, ways to work the ball into scoring position quickly, and accuracy in shooting. The comments of the spectators seem to indicate more interest in games under the ten-second rule, etc., and especially is such indicated in their remarks over one-sided score games. Of course, the new rules leaves a common-sense interpretation a necessity, where alertness, and consistency must be evidenced in decisions at all times.

We are following the official interpretations of the Joint Committee and believe that they have added to the game both from the point of interest and scientific coaching.

SELLERS STOUGH

ARIZONA • • •

BASKETBALL in Arizona is developing as regards number of players, physical equipment, and the officiating. The rules of the Joint Committee are being observed through the cooperation of coaches and the efforts of the coaches and officials associations to improve the game.

The stalling game has never been used in any part of the state; hence the ten second rule has not made any material difference in the system of offense used. However, the time limit has seemed to serve as a mental hazard to a guard advancing the ball, causing him to hurry his play somewhat.

The center-line rule has caused some discussion due to the great variation in the size of playing floors. The central section of the state has attempted to correct this by using two center lines drawn 40 feet from each end of such courts as are shorter than 70 feet. Usually, the defensive team, upon the loss of the ball, falls back into a five-man mass defense and picks up the men as they cross the center-line. This operates, at times, to bottle up the guard advancing the ball near the center-line and often results in a held ball or a ball out of bounds for the defensive team.

Teams seem to be concentrating on the fast break across the center of the court as an offensive.

*Alabama and Arkansas are hardest hit by the depression, according to the recent survey of the Federal Office of Education.

Coaches generally feel that the game has been speeded up and that it will be much more interesting from the spectators' standpoint.

E. A. Row

CONNECTICUT • • •

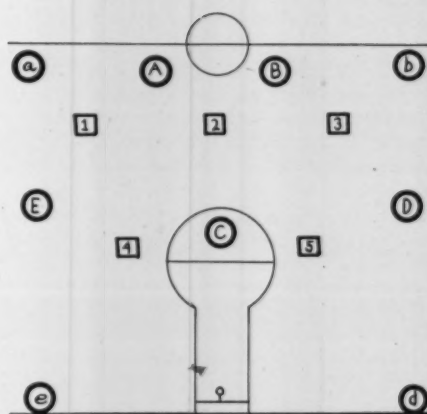
WITH the decision of Connecticut high schools to abide, as usual, by the rules of the Joint Committee, the big question confronting the coaches was: "What are we going to do with the rules?" Their answer, almost unanimous, is seen in the zone or area type of defense which practically every team is putting to a test, with satisfactory results.

Four of Connecticut's outstanding teams during the 1931-1932 season used the zone type of defense. All went through fine seasons, ending in the state tournaments at Yale and Connecticut Agricultural colleges.

An outstanding team and one which seemed to have perfected its zone type play to a higher degree than the others was that of the New Haven (Hillhouse) High School, the team which eventually won the state Class A-B title, to climax an undefeated season of 21 games. Bristol High's team runner-up in the Class A-B tourney, also used the same type of play, winning 20 out of 21 games and losing only to the New Haven team.

Effective as was the zone type of play under the old rules, it is doubly so under the new and much discussed ten-second rule. Previous to the adoption of this rule teams employing the zone type were forced to resort to a man-to-man type when the opposition, with the score in its favor, chose to hold the ball in the backcourt. Now practically all teams are perfecting the zone type, using man-to-man only when forced to do so by the playing conditions of the smaller courts.

This zone or area type of defense is a five-man, two line set-up, i.e., as soon as a team loses possession of the ball, all members of that team withdraw to their defense area behind the center line, and assume the positions indicated by numbers in squares in the diagram above. The front



line of this defense is usually made up of the forwards and center men, Nos. 1, 2, and 3; and the rear line of the defense by the guards, Nos. 4 and 5. These men all face the offensive team and are responsible for any opponent entering or leaving the defense area. Individual positions in this defense are, of course, elastic, changing with the various positions of the ball.

By use of the diagram, a few defensive positions (relative to the different positions of the ball in the hands of the offensive) may be studied.

A, a, B, b, C, D, d, E, e, in circles—represent the offensive.

1, 2, 3, 4 and 5, in squares—represent the defensive.

A or B, holding the ball; 1, 2, 3, 4, and 5 remain as shown, with 2 preventing a pass to C.

A quick-passes the ball to B; 2 shifts his position to the right to prevent a pass to C.

A passes to b; 3 shifts to cover b, 2 shifts back and right to prevent a pass to C, 1 covers C, 4 covers the foul lane under the basket, 5 covers D.

b immediately send pass back to a; 1 quickly covers a, 2 shifts to left and prevents pass to C and 3 covers C, 4 shifts to E, 5 covers the foul lane under basket.

A or B passes to C; 1 covers E, 2 plays C, 3 covers D, 4 and 5 hold positions ready to intercept pass or recover ball off backward.

A passes to E; 1 plays E, 4 covers E preventing a pass of any type, 2 prevents a pass in to C, 3 covers C, 5 covers the foul lane.

B passes to D; same play for defense, adapted to other side of court.

A passes to c; 4 covers c, 1 holds position and attempts to prevent a pass out to A, 2 prevents a pass to C, 3 closes in and covers area between B and d, 5 covers foul lane under basket.

B passes to d; same play for defense, adapted to other side of the court.

J. J. DAVIN

HOW OKLAHOMA STATE ASSOCIATION KEEPS IN TOUCH WITH SPECTATOR SPORTSMANSHIP AND CROWD BEHAVIOR. REFEREE SUBMITS THIS REPORT

Oklahoma High School Athletic Association OFFICIAL'S SERVICE REPORT					
NAME	ADDRESS	DATE	SPORTSMANSHIP RATING		
NOTE:—This is a confidential report to the Board of Control. Wait 24 hours after contest before recording report. Rate sportsmanliness as: Excellent, good, average, below average, or poor. If rating is lower than average give explanation. Mail completed reports to Lee K. Anderson, 716 Continental Building, Oklahoma City.			SCHOOL	SCORE	SPORTSMANSHIP RATING
Worked as	game	193	Home		SCHOOL OFFICIALS
Worked as	game	193	Visitors		CROWD
Worked as	game	193	Home		TEAM
Worked as	game	193	Visitors		
Worked as	game	193	Home		
Worked as	game	193	Visitors		

DELAWARE

OUR schools plan to adhere to this year's national committee basketball rulings as they apply to both girls' and boys' teams. Since the majority of our floors are minimum dimensions or better, all schools are planning for boys' games to adopt a two-division floor and for the girls a three-division floor as in former years. All the other implications of this year's rules will be adhered to. As an interschool game girls' basketball is rather severe, and most of our directors thought that there was no necessity of increasing the amount of pressure or strain now entailed in this game—thus the three-court division regardless of playing court area.

GEORGE F. HENDRICKS

ILLINOIS

AS far as the high schools of Illinois are concerned rules are adopted by the Illinois High School Athletic Association. The state association has adopted all of the new rules of the Joint Committee with the exception of the three-second pivot rule. The question of using this rule was presented to all coaches of the state and the majority voted against it. Therefore, it is not being used in any of the high schools. One reason for the adverse vote on this rule was the fact that there were so many entirely different interpretations handed down by the Joint Committee between the dates of June 1 and Dec. 1.

With respect to the ten-second center-line rule the state has adopted its own interpretations. In a few cases these may differ slightly from the interpretations used in other states. In fact it would be a difficult matter for the high schools who begin their season as early as October to adhere to interpretations which in a number of cases have not been handed down until December, when most of the universities start their season. In Illinois all courts 80 feet in length or under are divided by two lines drawn in such a way that all front courts are 42 feet in length. The 42 feet was decided on because of the belief in this state that the ideal length for a high school court is 84 feet. For a court this length the line would, therefore, be drawn through the center circle.

As far as the style of play is concerned it is certain that there has been a change. Scores are higher and the crowds ordinarily like to see a team bring the ball up to the front court in a short space of time. The new rule seems to have had a psychological effect. It is certain that a great deal of so-called stalling may still be done in the front court. In fact, that is where most of the slow play has taken place even in the past. However, the fact that the desirability of faster playing has been spoken of so much has led coaches to instruct their men to speed up their play. As far as the type of defense is concerned it is quite evident that there are more teams using a zone defense than has been the case in the past. It is difficult to see why the new rule should cause this. Many have claimed that the new rule would cause the defense to spread. It has not worked out this way as far as Illinois is concerned. Most teams have drawn their

defense close in around the free-throw lane so that it is almost impossible for a team to score from directly under the basket. This has led to longer shots. There is also a noticeable number of teams that depend on a tall player for one-handed turn shots from a territory within 15 feet of the basket. These men do not always take up a position in the free-throw lane. They are sometimes used near the backboard but outside the lane. Sometimes they are used on either side of the free-throw circle. Scoring, therefore, seems to be trending toward the one-hand turn shot by a tall player or toward shots from 20 to 30 feet from the basket.

Another noticeable thing about the playing this year is the increase in the use of two pivot men who take their positions on either side of the free-throw circle or one directly behind the other in a tandem formation just in front of the free-throw circle. These formations allow considerable screening. It is only through the use of such formations that any team is able to penetrate the closely formed zone defense.

As far as the writer is able to tell there have been no evils growing out of the change with respect to blocking. Of course, personal contact is called quite closely in the high schools of this state and since this is true blocking is not a serious problem.

H. V. PORTER

IOWA

WITHOUT a doubt the new basketball rules have produced a faster game in Iowa this season.

Having officiated in many contests I have noticed that there is more action, better teamwork and a faster all-around game. The fans seem to enjoy the new rules and the crowds at many of the contests have been larger than they were last year at this time.

The ten-second and three-second rules are being enforced by the officials and several of the coaches, who resorted to a slow offense in the past, have re-styled their play and are now using a fast break.

There is plenty of room for the set plays to be properly executed in the front court. Among the champions of the new rules is Carl Harris, veteran coach of Roosevelt High of Des Moines. His team won the state championship last year. He has always used a fast break, working the ball down the court with fine teamwork.

The Roosevelt team uses a five man or zone defense. The players are rangy and they cover their positions well.

Most of the schools in this section are playing the man-to-man on the defense, checking the opposition after the ball has been brought into the front court.

JACK NORTH

KANSAS

HIGH school basketball in Kansas has been characterized by a steady improvement in the style and caliber of ball played in certain sections of the state the past few years. Time was when the Ark Valley League, a conference composed of the larger schools in the south-central part of the state, provided all the state champions and was considered distinctly superior to other leagues. The Northeast Kansas and the Southeast Kan-

sas leagues furnished champions occasionally, the Wyandotte high school team of Kansas City, Kansas, winning the state and national titles in 1923. Wichita of the Ark Valley section duplicated the feat in 1925. Although the Ark Valley and Northeast Kansas sections have furnished all the state champions for the past ten years, the improvement in other parts of the state has been so great that a champion may be expected from any section. Parsons of the Southeast Kansas conference has been runnerup in the state tournament the past two years and several teams in that area will have to be reckoned with this season. Among the smaller high schools the improvement has been very noticeable and they are challenging the larger schools, especially in northwestern Kansas where the leading teams have come from schools of small enrollment.

The style of play has varied almost as much as the caliber. In the past the Ark Valley teams featured a slow break and deliberate style of play. Set plays predominated and screening characterized each team's offensive. All used about the same type of defense and most of the games resulted in small scores. In other sections the fast break and driving type of game has been used successfully and the teams which featured this kind of game were favorites with tournament crowds. Recently the Ark Valley teams have speeded up their offensive and others have slowed down a little, so that the variation in type is not so pronounced as formerly. Most teams use a combination zone and man-to-man defense. The deliberate stalling game is not of order, but there is little of the wild rushing, fire engine game to be seen.

The three-second rule has caused many teams to abandon the pivot play with a tall man near the free-throw line. Where it is used the play is speeded up and several teams are again experimenting with the double-pivot play where two men are stationed just outside the free-throw lane on either side, a style that was tried a few years ago and apparently abandoned. Last year the Topeka team, state Class A champions, used a fast break and forced the play on their opponents. Thus far this season, Coach Weaver with a new team has adopted a more deliberate type of game in which set plays predominate.

We are not using the ten-second rule in Kansas this season, as the coaches voted overwhelmingly against it. As yet we have found no need for it. The coaches understand that if they use this concession as an excuse to employ a stalling game, some variation of the rule will be used. We are convinced, after some experimentation, that a dividing line on a small court is no aid to the game and that on the maximum-sized courts a team can stall inside the center line just as well as anywhere else if the defense refuses to come out and force the play.

We use a series of elimination tournaments in Kansas to determine two state champions, one for the smaller schools and another for the larger. That is not quite correct, because the smaller schools may enter either class after the first preliminary round. Schools of 150 or less in enrollment are placed in Class B and district tournaments are held for them

alone. Schools above 200 go into Class A and those between 150 and 200 may go either way. There are so many of the smaller schools, about 550 of them, that an extra round for them is necessary. In the second round the Class A schools enter in a bracket of their own. A second bracket is made up of Class B schools and the winners of each go into a separate state tournament. The winners and runners-up of the first round Class B tournaments may go into Class A in the second round if they choose. Very few select this course. Last year the Class A championship was won by Topeka and the Class B by Buhler. The Class A tournament will be held this year in the new two-million dollar high school at Topeka, which has the finest and largest gymnasium in the state. The Class B tournament will be held in Salina.

E. A. THOMAS

MICHIGAN • • •

In general, Michigan high schools are observing the rules published by the Joint Committee, but there are a number of special interpretations made by the Michigan High School Athletic Association and observed by its 550 basketball-playing member schools.

The chief exception is the marking of the uniform offensive area of 42 feet in length on all courts regardless of size. The diagrams illustrate this plan. Likewise, Rule 11, Section 1 was modified to allow two minutes for time-out rather than one minute. An added interpretation was placed on Rule 14, Section 12. This allows a player having possession of the ball, as provided in this rule, to complete any play he has started within the three-second period.

In general the rules seem to have been well accepted by the schools. Early season play indicates that the game has been speeded up considerably, and likewise there seem to have been more fouls called due probably to some uncertainty which has come about as result of the rules changes and having a larger percentage of the play in a smaller area than was the case under the old rules. There appears to be more scoring generally in all games which apparently is the result of greater offensive play than was the case last year.

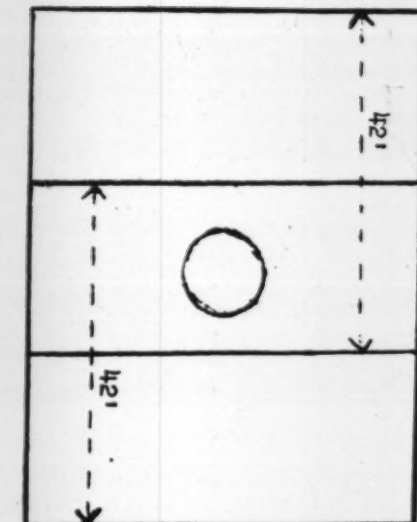
C. E. FORSYTHE

MINNESOTA • • •

As a result of a questionnaire sent out to representative coaches and officials in the Minnesota state high schools, we submit the following comments showing to what extent the rules of the Joint Committee are being observed; how the game has been affected by these changes and to what extent the schools and the public are accepting the game that has been adopted.

Judging from the replies of this representative group, the rules of the Joint Committee are almost unanimously being accepted as a decided improvement to the game.

One of the outstanding officials in the state gives his views as follows: "I officiated at 12 games before Christmas and my observation has been that the new rules have helped a great deal to speed up the game. I did not see the three-second-



COURTS 59 TO 84 FT. IN LENGTH

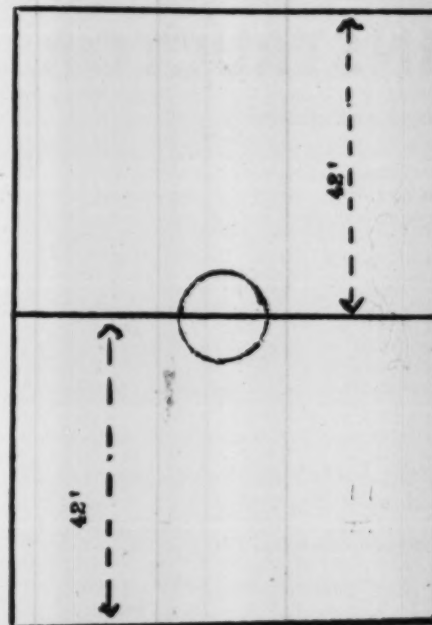
rule violated and in only two cases did I see the ten-second-rule violated. In fact, I have seen only one team use the man-in-the-hole this year and they used it for only a part of the period. The fine spirit and cooperation the coaches have given the officials by teaching their boys the new rules has been both pleasing and remarkable. Of course it is still possible to stall in offensive territory but quick passing and skillful handling of the ball by the players is necessary on the part of those who are stalling. I believe, however, the spectators enjoy seeing that type of stalling. I have noticed, too, that the new rules have resulted in a bigger score in most all of the games and I believe that is what the people want. They would rather see a good offensive game in which there is lots of scoring by both teams than see a good defensive game in which there is little scoring by either team. I have noticed, also, that some teams are using a pivot man on the side of the lane instead of in the hole to evade the three-second rule but this type of play is not so successful because the man with the ball is too far from the basket."

Another prominent official who has officiated in many tournaments and also college games states: "I think that the ten-second-rule is working out to be beneficial to basketball. It certainly has speeded up the play from the back court without doing any harm to the play. In the early season games the players were nervous and worried about the rulings which caused poor ball playing. This seems to have been eliminated now and the game is running smoothly and without any stalling in the back court.

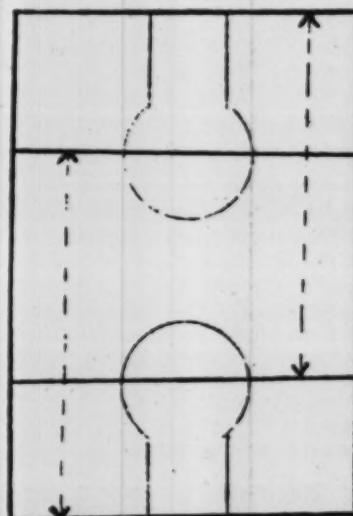
The following is from a prominent high school coach who has had teams in the state tournament and one who has always coached a slow-break style of play.

"I am more than pleased with the new rules; insofar as I know, the schools in our district are observing the rules as they now read. There has been considerable comment to the effect that it is too exhausting a game for high schools. I can see nothing in this comment. There is no necessity for speeding up the play unduly

MICHIGAN'S MARKINGS



COURTS 84 FT. OR LONGER



ON COURTS LESS THAN 59 FEET IN LENGTH THE FRONTCOURT LINES IF DRAWN 42 FEET FROM EACH END LINE WOULD FALL BETWEEN THE FREE-THROW LINE AND END LINE. ON SUCH COURTS THE FREE THROW LINES ARE EXTENDED TO THE SIDELINES AND WILL CONSTITUTE THE FRONTCOURT LINES.

over what it was before. Last spring, using our regular style of play, we played several practice games to try to use the ten-second-rule. We found that ordinarily we had been bringing the ball across the center in from three to seven seconds. This allows plenty of time for a man to dribble down the floor without undue haste and for his mates to get in position for any type of offense desired. Of course it is possible to use a fast break entirely but this is not necessary and was just as possible under the old rules. The three-second-rule causes the pivot man to speed his play somewhat but if he plays a more or less stationary position, this is not tiring. On defense, it is possible to get plenty of rest, if desired, as the offense must bring the play to the defense and the defense can retire and wait for the

(Continued on page 16)

THE TENNIS INSTRUCTOR

By PAUL BENNETT

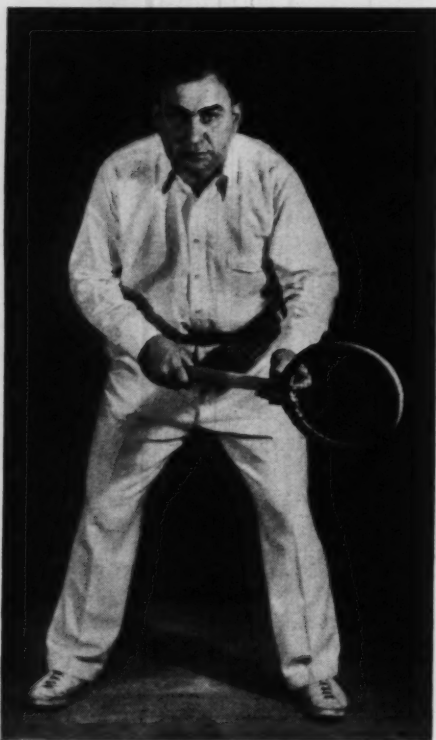
Tennis is a game that can be justified under every aim of education. The increasing responsibility of the school in providing its students with skills that can be applied to "sports for a lifetime," makes ever greater demands on the school coaches and physical education leaders within whose realm this instruction lies. It is with a recognition of the worth-whileness of such instruction in the game of tennis that Scholastic Coach herewith presents the first of a series of articles on teaching tennis by Paul Bennett, tennis coach of Northwestern University, who recently published a survey of tennis in 242 high schools of the middle west.

TEACHING tennis in high schools is a group procedure in the same sense that teaching an academic subject is. Aside from the instruction to the group, the tennis coach has unlimited opportunities to help individuals to whatever extent his time and patience allows.

In these articles my method will be to write as though I were talking to an individual student, John Jones, who, we will suppose, represents a class of fifteen or twenty tennis beginners.

John Jones, a tow-headed right-handed boy of fifteen, comes out for his first lesson. He has a racquet of model 1896 and two tennis balls of 1912. He is smiling and full of enthusiasm. I smile back at him and ask

MR. BENNETT WAITING TO RECEIVE



him if he had a good breakfast this morning or some other question, the purpose of which is to get John in the proper frame of mind, to get him to have confidence in me.

So we are ready to start. Both of us are now standing about three feet behind the base-line center. No matter what stroke you may be making in tennis, John, you always want to keep your eye on the ball.

FOREHAND DRIVE

Today we are going to talk about ground strokes, which means hitting the ball on the first bounce. These strokes are usually made from near the base-line or back part of the court. The reason I take up ground strokes first is because they are the most important strokes in tennis; you hit more balls on the first bounce than you do any other way. This means that to have a sound game of tennis you must have sound ground strokes. If you hit the ball on the first bounce on your right side it is called forehand and on the left side it is called backhand. For the present we will work on the forehand-drive only.

Suppose you were going to hit a baseball in that direction (I point in the direction of the net) how would you stand? Of course, John stands sideways or at right angles to the net. Just so in tennis; you want to stand sideways or at right angles to the way you are going to hit the ball. The difficulty with tennis as compared with baseball is this. In baseball you have plenty of time to get your feet in position, while in tennis you usually have to run to get in position.

Now let's imagine that you are in center about three to four feet behind the base-line facing the net and the ball from your opponent hits the ground up near the service line and to your right. The ball will bounce in the air and will come back towards the base-line so that you have to run out to your right to hit it. How are you going to turn and get your feet in position so that your body will be

sideways or at right angles to the way you are going to hit the ball? There are two ways to do this.

The first way is known as the short step method. Pivot on the ball of your right foot, then take little steps, and then your natural stride. This is similar to what a pole vaulter or a broad jumper do as they run down the lane. They take little steps until they get the correct foot on their mark and then they take their natural stride. The pole vaulter or broad-jumper measure by strides the point from the take-off to their mark. In tennis we can not do this because the ball comes at different places each time the ball is hit by your opponent.

The second way is the skip method. Pivot on the ball of your right foot; then take your natural stride and then just before you get to the place where you are going to hit the ball, skip into position. Which way of these two is correct? Both ways are correct and one is just as good as the other. Some good players use one, some the other, and some both. You will find that, at first, you will have to think about getting your feet in position and that after a short time you will do it without thinking about it.

Now, John, let's go over here to the right side of the court just back of the base-line. (I make a mark on the ground, over which is the spot where the racket and the ball will meet. John is turned at right angles to the net.) This is the position you would be in when you are going to hit the ball. But notice your left foot can be in front of your right, in line with your right or back of your right. Which position of the feet should you use? You should have your feet in the position most comfortable and where you feel set and well balanced. The height of the bounce of the ball and the direction in which you are going to hit the ball will determine somewhat, too, the position of your feet. We are not all built the same. For example, when we walk, some of us toe in and some of (Concluded on page 24)

VIEW OF FOREHAND GRIP AS RACQUET FACE IS PARALLEL WITH THE GROUND



GUIDING BOY-GIRL CONDUCT

By NEWELL W. EDSON

- I. Problems with modern youth
- II. What do youth need?
- III. Guiding boy-girl conduct
- IV. It's up to the coach!

In presenting this series of four articles to readers of *Scholastic Coach*, the Editor desires to join with Mr. Edson* in publicly recognizing the large contribution of time, effort and encouragement extended by Dr. Thomas D. Wood** of Teachers College, Columbia University.

It is the aim of Dr. Wood and the author to show the vital relationship of the school coach to the newer conception of sex education. For sex education is not limited to the giving of a few physiologic facts, as many people still believe. It is concerned with training children and youth for sound sex conduct and for successful marriage and parenthood or for satisfactory celibacy. The role of the coach in this training is important. The first article deals with his responsibility in it. The second will discuss the needs of youth. The third will indicate what he may do specifically to help boy-girl situations. The fourth will point out his strategic opportunities in this much-needed education.

PROBLEMS WITH MODERN YOUTH

EVERY coach, man or woman, has soon or late to face the dilemmas aroused in him by hearing the confidences of youth about sex conduct. Puppy love, petting, escapades, thrill-seeking, exploitation, joy rides, passionate intrigues are only a part of the unburdening of disturbed adolescents seeking some one to "talk it over with." Often these confidences shock the coach. They don't fit his codes or ideals or sense of personal responsibility; they run counter to her poise and pride in complete wholesome personality and cultured womanhood. Yet any sympathetic coach senses the difficulties of boy and girl in struggling

for the expression of romance and longing, with almost no adult help and often with pathetically shoddy codes of their own. On the other hand the coach knows only too well the conservatism of parents and administrators about sex and sex conduct, with those emotional hangovers that won't let them do anything themselves for youth and that make them block sound educational efforts because they are afraid. Meanwhile youth aren't afraid, and the unwholesome influences and exploiters of sex aren't afraid, not for an instant. So youth blunder, mess up their lives, and turn for help to the one who is often the preferred and popular counselor—the coach. Or if they are more level-headed, they turn to him first. What shall he do? Shrug his shoulders at youth mistakes and hope they'll turn out right? Or help youth in spite of adult hesitations?



F. W. W.

Whatever the coach's*** status or his attitude toward school and youth, he is primarily an educator. For education helps boys and girls meet life situations, at home, in corridors, on playgrounds, on streets, in challenging emergency or humdrum routine, in brooding frustration or in upsweeping love. This educational help may come not alone from textbook and teacher precept and class discussion but even more forcibly from actions of street companions, examples of adults, attitudes and counsel of friends, the sympathetic hand-on-shoulder of the confidant, the glance of understanding. Any coach knows the role he may play in this type of education, and knows too the remarkable influence it has on the youth under his care.

The coach willy-nilly has an impor-

tant share in the education of youth. True, he often thinks he is concerned primarily with body activity—physical conduct, rather than with more strictly intellectual processes. But this athletic activity is *guided* body activity—conduct according to regulations, not in any sense hit-or-miss or uncontrolled conduct. These athletic regulations (or rules) are based on the best of accumulated experience not only in managing the human machine but also in achieving desired goals and in getting along with others while in action. But these are the very ideals of education toward which intellectual leaders and brain developers (educators and teachers) are today directing youth! For one of the chief goals of education, without which schools and books and teachers and coaches are futile, is the satisfactory conduct of the individual boy and girl. And the

coach is in the rare position of being able to secure satisfactory conduct either with or without a classroom, with or without books and marks and classroom order.

In addition he has an unquestioned influence on the conduct of boys and girls through his authority, his athletic skills, his personality, his example and his attitudes toward life. Thus he builds character for good or ill, and is, therefore, deeply concerned with the character education of youth. Every coach is aware of this influence and if he is worthy to be an educator, is consequently careful of his conduct. He knows especially his hold on muscle-minded youth through the strength of the athletic appeal—those youth to whom nothing else in school appeals so strongly and many of whom would be lost immaturely in the vortex of life work but for this hold. Obviously these are reasons why the school principal and superintendent look constantly to the coach for help with students and why school administrators are ever demanding a high type of personality in the coach. So the coach cannot escape the fact that he is an important educator. And if he has a real pride in his job, he will never lose sight of that fact.

As an educator, his first responsibility is to the children or youth he educates. He is guiding them, whether he consciously assists them or not. They copy his poses and vocabulary, his point of view, his stock phrases; they are fond of him through their fondness for the things he is doing. His path is clear, then, in (Concluded on page 23)

*Newell W. Edson, Director, Division of Education and Family Relations, American Social Hygiene Association, has had a long experience as educator and as administrator in secondary schools for boys. In 1920 he entered the U. S. Public Health Service as Assistant in Educational Measures in the Division of Venereal Diseases. Since 1921 he has been with the American Social Hygiene Association. Mr. Edson is author of *Status of Sex Education in High Schools*, published by the Government Printing Office, three pamphlets for boys—*Love in the Making*, *Choosing a Home Partner*, and *From Boy to Man*. He has conducted summer school courses on Education for Marriage and Parenthood at the University of Utah, Chicago Y. M. C. A. College and Washington State College and for three summers assisted in the public health courses of the University of Michigan. He has also conducted courses in sex education for teachers at New York University and the College of the City of New York.

**Thomas Denison Wood is professor-emeritus of health education, Columbia University. He was professor of physical education at Columbia from 1903 to 1927; professor of health education from 1927 to 1932. In his first year out of medical school, 1891, he was a member of the first Stanford University faculty. Walter Camp was Stanford's football coach then. Dr. Wood has written extensively on the philosophy and practice of health and physical education; is looked upon as one of the great Americans in this field.

***The author uses the term "coach" generically, to refer to man or woman coach.

ANNUAL WINTER MEETINGS IN NEW YORK

THE Christmas holiday season is a convenient time for college athletic officials, football coaches, track coaches, and physical directors, to get together, talk things over, elect officers and appoint committees. Again these organizations came to New York. They select a common city because many of the men are members of two of the organizations; some of them, like Hugo Bezdek of Penn State College, is a member of the American Football Coaches' Association, the National Collegiate Athletic Association, and the Society of Directors of Physical Education in Colleges. He cannot attend all the meetings, so in recent years he has been devoting most of his time to the physical education group, although he is a past-

president of the Football Coaches' Association (college coaches only may hold voting memberships).

The new president of the Football Coaches is Dan McGugin, coach at Vanderbilt since 1904. He succeeds Dr. Marvin Stevens of Yale. It has become a superstition among the college football coaches that the presidency means loss of the president's paid job of coaching, since the past seven presidents* were relieved of their coachships at the close of the year of their presidency. This is not likely to happen to McGugin, who is what is rare these days—an institution at Vanderbilt like Dobie is at Cornell. See next page for what McGugin, Kipke, Eddie Casey, Chet Wynne, Tuss McLaughry, Bernie Bierman and Jim Crowley drew on the blackboard.

The new president of the National Collegiate A. A. is Major John L. Griffith, Commissioner of Athletics of the Western Conference and editor of *Athletic Journal*. Major Griffith succeeds Dr. Charles W. Kennedy of Princeton.

The N.C.A.A. filled another important office by electing Walter R. Okeson chairman of the Football Rules Committee, to succeed the late E. K. Hall. One of the problems taken up in sub-committee meeting by the N.C.A.A. was the problem of what to do about giving high schools the representation they want on the Football Rules Committee. The National Federation of State High School Athletic Associations, denied this representation at the N.C.A.A. meeting of a year ago, went ahead and published its own rules as an experiment. All signs point toward their continuing this if the N.C.A.A. Football Rules Committee's attitude does not change. It is believed to be in the process of change, for there is a growing opinion among disinterested devotees of football that the group that plays 80 percent of the amateur institutional football ought to have a voice in framing the rules; and that a denationalization of the game in undesirable.

SPORTSMANSHIP BROTHERHOOD

An organization which draws its membership from all groups, and whose interest is primarily in the development of gentlemanly conduct among athletes and those who govern them, held its annual luncheon in the midst of all these meet-

ings, and had as guest of honor football's Grand Old Man, Mr. Stagg of Chicago. The Sportsmanship Brotherhood presented a medal to the great coach; then listened to some after-luncheon speeches which carried many a punch. The stiffest verbal blow came from Chancellor Flint of Syracuse University, when he said:

"Sportsmanship in reorganization means playing fair with the athletes. For a game to be a sport the player should find in it a joyful interest and not merely a grueling grind. But even more his self respect should be preserved. . . With professionalism masquerading as amateurism with its attendant hypocrisy, we join in mortal combat in defense of collegiate ideals. If the time comes when the honor of representing alma mater, the lure of the game and zest of contest are not sufficient to induce and gratify the athlete, then either let the pseudosport give way to some honorable substitute or let the player be hired openly in the open market place.

"Sportsmanship in reorganization involves playing fair, particularly with football. The demand on football to finance the whole sports program seriously endangers the health of the goose that lays the golden eggs. Making football a gate-getting spectacle or an advertising enterprise undermines it as a sport. When contests are dissociated from the geographical base of either contestant and appeal made frankly not to a college clientele, but to a paying public it is purely a commercial move.

"Sportsmanship consists in living up to the understanding even more than to the rules, to the spirit even more than to the letter. Our American idol of success, our will to win at almost any cost, our efforts to find loop-holes in law or in rules, to take advantage of technicalities, to go the limit possible without detection, needs some antidote. To the true sportsman rules are his expression, rather than his restraint."

At the Coaches' meeting, Bierman of Minnesota diagrammed his quick kick; said that it is a most useful weapon to hold in reserve, and that it is harder to plan a defense against a team that is known to have good quick kicks up its sleeve. Bierman's tail-back does the kicking; as he receives the ball he takes a very short step with his right foot; a normal stride with his left; and up comes the right against the ball on the next stride.

Somewhat different was the Yale quick



THE MULTIPLE KICK

BACK RECEIVES BALL FROM CENTER

TURNS WITHOUT LIFTING FEET

BALL IS HELD NOSE POINTING DOWN; WITH FINGER TIPS

FINGERS DROP BALL JUST AS KICKER'S FOOT COMES UP

RIGHT: THE QUICK KICK

KICKER RECEIVES BALL, STEPPING BACK WITH LEFT FOOT AND ROCKING ON HIS RIGHT. JUST AS BALL REACHES HIS HANDS HE STEPS FORWARD WITH HIS LEFT FOOT, AND RHYTHMICALLY BRINGS THE RIGHT FOOT FORWARD FOR THE PUNT.

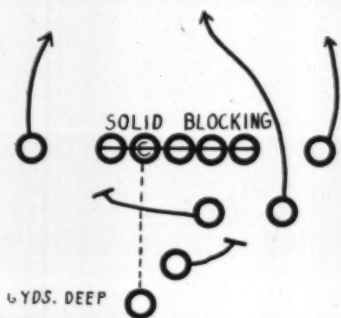


*Dr. Stevens resigned as varsity coach; accepted appointment as freshman coach.



ANNUAL SPORTSMANSHIP BROTHERHOOD LUNCHEON, DEC. 31, 1932, NEW YORK. ARROW POINTS TO MR. STAGG, GUEST OF HONOR.

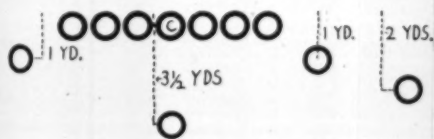
kick, diagrammed afterward by Coach Mal Stevens, and demonstrated by Assistant Coach Albie Booth. (See photographs on bottom of opposite page, showing what Booth did). The Yale quick-kicker, as the ball approaches his hands, steps back with his left foot and rocks on the heel of his



BIERMAN'S QUICK KICK

right—the beginning of a pendulum swing of the body which brings the subsequent action into the same stepping (full left stride, and punt with right) as in the Bierman kick.

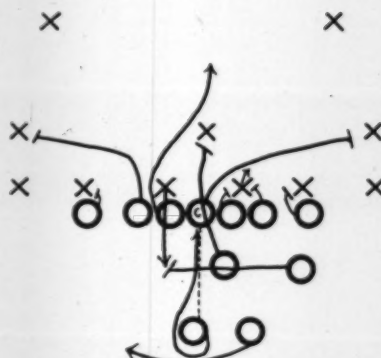
Coach McLaughry of Brown diagrammed his triple wing back; Coach Crowley, formerly of Michigan State now of Fordham



McLAUGHRY'S TRIPLE WING BACK

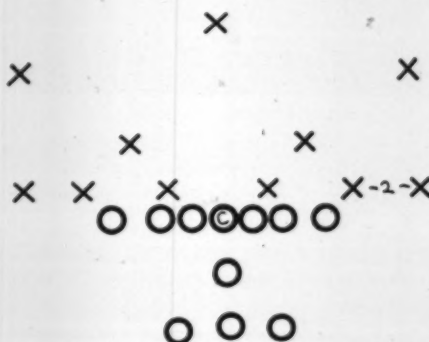
in New York, diagrammed a serious spinner play, and then diagrammed an utterly ridiculous one such as Rube Goldberg might do, and brought down the house.

Coach Casey showed how Harvard does the "multiple kick." It is executed from a semi-punt formation, or double or single wing back. The ball is passed from center to the holding back (see photographs in first column of opposite page), who is in the same position from which he hits the line or handles the ball on spinners. This back starts a left reverse spin, holding the ball with the outside fingers and thumbs, nose pointing slightly downward so that the ball will fit the instep of the

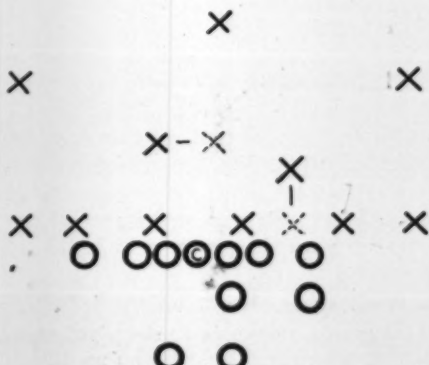


"SLEEPY" JIM CROWLEY'S SPINNER

kicker. The ball is held about one and one-half feet from the ground. The kicking back takes his position two full strides in the rear. He comes up to kick concentrating only on the ball, "looking a hole through it." The result is usually a low kick, and it usually lands so that you get



DEFENSE VS. NOTRE DAME, BEFORE SHIFT



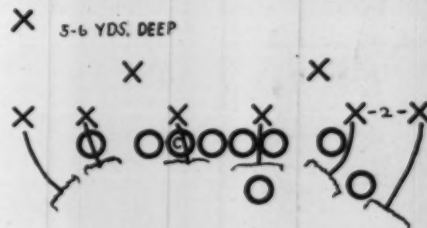
DEFENSE VS. NOTRE DAME, AFTER SHIFT

a rolling ball. The advantages of the "multiple" are that the kicker may concentrate entirely on his job of kicking, doesn't need to attend to fixing the ball; it is simple; any back can kick the ball in this fashion; and it makes it easier for the center, because it is a shorter pass for him. The multiple kick is not to supplant the regular quick kick, but is just another little surprise for your bag of tricks.

Coach McGugin of Vanderbilt diagrammed his defense against the Notre

X 30 YDS. DEEP

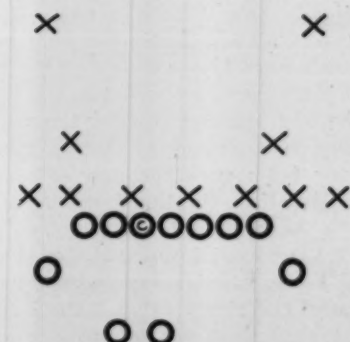
8 YDS. DEEP X



KIPKE'S CUP DEFENSE

Dame attack, before the shift and after. Coach Wynne of Alabama Poly (Auburn) diagrammed the 7-2-2 defense against a double wing back; and Coach Kipke of Michigan diagrammed his 6-2-2-1 cup defense; remarked that the key man is his center; that no team can call itself strong

(Concluded on page 22)



WYNNE'S WING BACK DEFENSE

SUIT THE ACTION TO THE PLAYERS

By GEORGE W. FOREHAND, Jr.

Mr. Forehand is coach of the Temple, Texas, High School basketball team, winner of the 1932 state championship tournament.

OUR 1933 attack in the front-court against a set defense is a combination of the regular five-man offense and the attack built around a pivot man. We make it a combination because; against a team well drilled in guarding a pivot man and in switching in the man-to-man defense, we do not rely on the pivot attack to any great extent.

Our preference is for a good five-man offense with guards as likely to shoot goals as forwards. This presents a scoring threat difficult to solve. But it requires five good shooters, passers, cutters. In effect, five versatile players. This is sensational basketball, and if you have the boys who can play it you will attract plenty of customers eager to see it.

It is seldom that you are confronted with a team of five good defensive players capable of stopping your five-man attack. We do our best to develop a team of shooters, and seldom give serious consideration to a guard if it is apparent that he cannot be fitted

To prevent all five men being down on the offense at one time is, of course, the major problem in a five-man plan of attack. I am attempting two solutions of this. One is to have only the guard who makes the pass in to the forward or center do the breaking. This method has its faults. The guards may refuse to pass to each other because of a selfish desire to make the pass so that he may become the offensive star.

The better method of being assured of one man always in a defensive position is to have the guards and for-

ward break past his opponent, X-1, so the left forward, No. 3, anticipating the situation, cuts across in front of the pivot man and accepts a pass on the right, close to the pivot man. Coming close to the pivot man makes for a better jam-up among the defensive players whose attention was probably attracted to No. 1's effort to cut in for a return of the pass he had just made.

In Diagram No. 2 the guard who passes in (No. 1) is successful in avoiding his opponent. This guard should not run in a straight line. The forward on the side of the pivot man the play takes place, comes out. The other forward follows the shot.

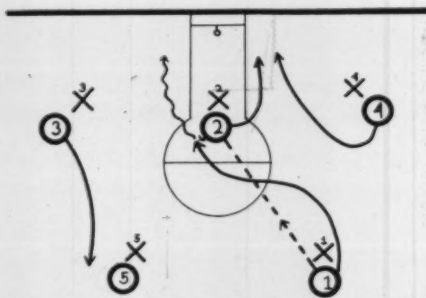
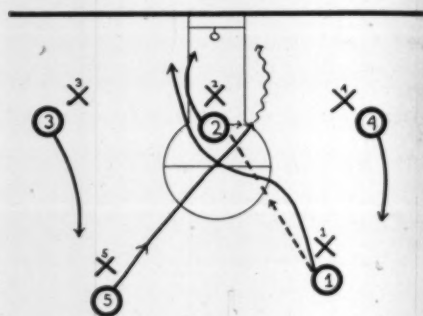


DIAGRAM No. 2



Here is the well-known "crossing of guards" play, with both forwards pulling in. If timed right it usually results in something; usually consternation among the defense.

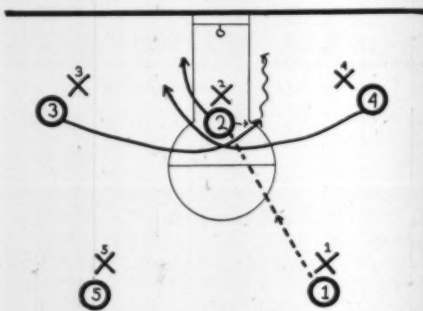


DIAGRAM No. 1

wards on the same side of the court become "buddies." That is, to have the right forward come out to a defensive position when the right guard breaks for the basket. This is really necessary for the completion of a play as the forward and his guard will in all probability jam the play if they charge for the basket at the same time.

If I am not able to find five boys who are defensive and offensive players combined I will be forced to abandon this style of attack for one which does not require so much all-around ability.

The pivot play must be varied from the one we used last season. Last year we had a six-foot-six center and he was stationed in the foul lane and stood flat-footed. There was little danger of an intercepted pass because of his great height. This season we must use a boy of medium height as he is our best ball-handler. This will cause him to have to receive all of his passes while in motion toward the spot of intended play. We are using bounce passes almost entirely to the pivot man. I have diagrammed a few of the plays we use in practice to build up the pivot attack.

In Diagram No. 1 on the left, the right guard, passes in to the pivot man, No. 2. The right guard who made the pass in, is unable to make a clean

break past his opponent, X-1, so the left forward, No. 3, anticipating the situation, cuts across in front of the pivot man and accepts a pass on the right, close to the pivot man. Coming close to the pivot man makes for a better jam-up among the defensive players whose attention was probably attracted to No. 1's effort to cut in for a return of the pass he had just made.

The left forward, in this instance, finding that the defensive guards have switched well, fades back as he accepts a short pass from the pivot man, and tosses a loop shot.

into the shooting part of the attack.

In the five-man attack we do not have set plays. High school players, when passing the ball through a defense, are usually not expert enough in tactics and team strategy to systematically penetrate a defense with a five-man attack. Against a man-for-man defense, plays will naturally develop if the boys are adept in the arts of pivoting, cutting toward the pass, feinting and screening. During practice our team goes through as many game situations in the frontcourt as we can think of, but we do not deliberately set-up such plays, or signal for them. The plays develop and the boys will meet the situation with the habitability they acquired in practice and previous games.

Speedball

By ELDEN B. ROBBINS

Mr. Robbins is superintendent of the Hemlock Public Schools, Hemlock, Mich.

GIVE us a game that is inexpensive, a game that is played outdoors, a game that will enthuse players and students, one that has few injuries, but that has enough action to interest red blooded boys. In the name of good discipline, school spirit, and health, we ask it." Such is the plea from the average rural high school coach for an outdoor sport that can be played either informally at recess periods and after school; or formally in intramural and interscholastic competition.

Being a principal, which usually also



LIFTING THE BALL TO ONESELF

means coach, of a small rural high school in Saginaw county, Michigan, I was confronted with this very problem of what to do with a group of boys who wanted to play football, but lacked equipment and sufficient material for successful competition with larger schools. It was too early for basketball, and interest in baseball is strictly seasonal. As a last resort I turned to speedball.

We purchased a speedball, read over the rules of the game, and organized an intramural league of four teams. The boys received very little coaching from me, because I had only played the game once before, that being in college when it was used as a limbering up exercise in football practice.

Despite the lack of coaching, the game caught the interest of the boys and the playground was always the scene of an impromptu speedball game before and after school hours. This continued until the snow flew and the boys turned to basketball. During this first fall, a championship team came out of the intramural league. They called themselves the "Deep Sea Monsters," and through a passing game had swept through the other teams with ease. The success of the passing game gave us a hint of what to work on next year.

Upon the opening of the schools the following fall, a meeting was called of the coaches of the other rural high schools in the county and the matter of a speedball league proposed. Three other schools besides our own showed an interest and a schedule was drawn up.

(Concluded on page 22)

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Basketball Symposium

(Continued from page 9)

ball to come down the floor, if it wishes. I think the game has been improved immeasurably and would not like to see the new rules set aside; especially, the ten-second-rule. It makes a much better game for the fans if the stalling is eliminated."

Another prominent coach who has had several teams in the State Tournament states as follows:

"The new basketball rules seem to meet the approval of most schools on the Range. The consensus of opinion seems to be that the game has been benefited and particularly by the adoption of the ten-second-rule. The major change, restricting the center pivot play, will have little or no effect on the type or style of basketball played in Minnesota in the past few years; although many teams use this style of attack, practically all of them employed it with no intention of withholding the ball from play as was the case in other sections of the country. The main objection to the ten-second-rule comes from the small-floor schools. Their objection is a logical one as well as a good one. When play, for the most part, is restricted to a very small area, fouls will result in large numbers and injuries to players will be more common. In this section, we have agreed to allow 40 feet to play the ball; or in other words, if the gymnasium is less than 80 feet in length, two lines making 40-foot areas will be painted on the floor."

Another prominent coach with many years of experience states:

"I believe the Joint Committee made an about-face in drafting the ten-second-rule. Previously, the burden of responsibility for stalling was placed on the defensive team where it rightly belonged. The rule does not do away with stalling and the team using a tight-zone defense can slow up the game as much as ever. Personally, I think the Rules Committee should have made it necessary for the first three defensive players to advance beyond the center of the court. This would stimulate good pacing and quick breaks and it would certainly speed up the game."

"I have heard two complaints on the new rule: One is that on the small floor it congests the play and makes one mad scramble out of a game that was invented as a scientific game. The second is that it is much harder on young players. It is now necessary to practice speeding up the game at the back of the court as well as in actual games. Throughout a season's play, I believe, it will take more out of the players. We have had no difficulty, however, in observing the new rules."

From another section of the state and from a coach of years of experience we received the following:

"We have the feeling here that the new ten-second rule where played on a floor at least 80 feet long is a good rule. On the other hand, where it is played on floors around 70 feet long or less and the line of enforcement is drawn through the center of the floor, it is very undesirable. It is

our experience that there is little possibility of playing any type of a set offense and the natural result is quick-breaking basketball. I think from the standpoint of the players that an entire game of quick-breaking basketball is too strenuous. If the rule could be amended or interpreted to allow playing the ten-second-line a matter of say 40 feet from the team's basket, it would work to advantage and yet not allow the defense to overbalance the offense. This would necessitate two lines but we have worked it out very well on our own floor and find that it makes a much better game than where we have been compelled to play the middle of the floor on smaller floors."

From the quotations which we have given above, which lists every section of the state, it is seen that Minnesota is committed to the observance of the new rules. The rules will be strictly observed in all district and regional tournaments and also in the state tournament.

O. E. SMITH

NEW YORK • •

THE New York Public High School Athletic Association, by their action in March, 1932, abolished state tournaments in all sports. The result is, of course, that the state organization, as far as state-wide rulings are concerned, has not expressed an opinion which would influence the schools in accepting the rules of the Joint Basketball Rules Committee.

The State is divided into eight sections, and sectional tournaments will be continued. These are generally in the hands of the sectional chairmen, who have in some cases already called meetings of the various leagues and have begun some action in regard to the modified rules. Section 3, which comprises the Central section of the State, cities of Oswego, Syracuse, Utica, Little Falls, and surrounding towns and villages, have rejected the ten-second rule largely because of the fact that many courts in the smaller towns and villages are less than 60 feet long. Section 5, which is the Central-Western section centering about Rochester, has taken the same action. In other places of the state, leagues have voted to accept the new rules, whereas other leagues, usually in the small schools, have voted not to use the modification.

Personally, I am sorry that any section took action which made the operation of the ten-second rule void. I believe it desirable and fair to give it an impartial trial on the larger courts.

As far as I know, no league or section has taken the steps to modify the three-second rule.

F. R. WEGNER

In New York City, the public senior high schools are playing the game "according to the book;" that is, the Joint Committee rules as written and finally interpreted. In another sense, the Catholic High School League is playing "according to the book," but the book they follow is the 1931-1932 edition. This league rejected the new rules entirely, by vote of the coaches. The junior public high schools are also playing the old game. The private

secondary schools are playing according to the new book. Many of the teams in leagues that have accepted the new rules have discarded the man-to-man defense which has been the ruling favorite in New York City for years, in favor of a zone defense. But the man-for-man defense is still the overwhelming favorite. The colleges, including Nat Holman's College of the City of New York team, play the new game. Mr. Holman was a very active opponent of the new rules when they were announced. He has found that they have not damaged the game to the effect he expected, and that smart teams can still use the short-pass, back-pass, possession-of-the-ball pivot attack, set plays, and freeze the ball at their pleasure, within the frontcourt on large floors such as colleges here have. The Eastern Intercollegiate League, of which Columbia is a member, has written five or six special interpretations of the Joint Committee rules, including a revision of the new screening rule. This league still will call a personal foul on a player who screens for a teammate who does not have possession of the ball.

JACK LIPPETT

NEBRASKA • •

AS a general thing, the new rules are being closely observed in Nebraska, with the following two exceptions: The first one is relative to dividing the floor into a front- and back-court. On all courts of less than 80 feet, two lines are to be drawn, one each 40 feet from the end of the court. In the second instance, our association recommends that the numbering of players on the fronts of their jerseys may be dispensed with for the new year. We do recommend, however, where possible to meet this requirement, that same should be done at least by a small inexpensive numeral on the front of the left shoulder of each player.

Our public in general is well pleased with the effect the ten-second rule is having on the game. The game has been speeded up and is proving, thus far, far more pleasing to the average observer than formerly. Our basketball interest seems to be as great as ever, if not more so. The number of towns desiring to entertain official tournaments this year is going to exceed that of any previous year. Over 60 towns have requested that they be designated as tournament centers, whereas we can only appoint 32 towns to entertain the Class B schools and 16 to entertain the Class A schools.

WALTER I. BLACK

OKLAHOMA • •

HIGH School basketball in Oklahoma has taken rapid strides to the top during the past few years. This is due in part to the extensive program of intramurals carried on in most high schools, thus creating more interest in the game. Basketball has been emphasized in these programs since the cost of operation is low compared with football and baseball. Another influencing factor lies in the fact that Oklahoma high schools employ teacher coaches instead of profes-

sional coaches and usually have a separate coach for basketball. The latter spends off seasons developing new material through the intramural programs and in basketball classes.

Proof of the interest in basketball is shown by the participation in the state championship elimination tournaments. Out of 600 members of the state association 453 entered teams. It has also become necessary to divide the teams into classes A and B according to the enrollment of the schools. The state association also voted to hold regional tourneys to relieve the over-crowded district and state tourneys.

The defensive style of basketball played in Oklahoma is quite similar to that generally in use. The coaches have learned to adapt a fitting system to their players and forsake their pet style when adequate material for it is lacking. Conditions and size of the home court and those of the opposing team are often influencing factors.

The style most generally used is the straight man-to-man defense with guarding assignments made before the game in order to equalize as far as possible speed with speed and height with height.

Schools having smaller courts and those with all large slow men employ various phases of the zone defense to a degree of success. Few of the teams have found it advisable to try to master two styles of defense.

Three styles of offensive basketball are most evident in Oklahoma. The first and the one most general in use is the fast break offense. In this style the teams depend on speed, accuracy and proper use of well grounded fundamentals. The general public gives this style its approval since it makes for more action.

Another style of offense commonly used is a system which does not have set methods of gaining their objective but employs the short pass, pivot and drive routine until one of the team members gets in position for a drive for the goal or a good set shot from a distance within the free-throw line. The defensive men are blocked off by the dribbler.

A third group use set block plays which tend to keep the score low and create less action. Public sentiment combined with the new rules have made it necessary for a change and the fast break has been partially employed by most of these teams. If the fast break is unsuccessful the players form for their plays in the same manner as before.

After watching the new rules adopted by the Joint Committee at work in Oklahoma, we have drawn the following conclusions:

Since few of our teams use center post (pivot) plays, the three-second rule has not caused trouble. Not one time in the twelve games observed for this report, has the rule been violated.

The ten-second rule has made it hard on officials but not in the manner that was expected. The general public's conception of this rule is as follows: The offensive team has ten seconds in which to cross the center line, and they lose the ball to the defensive team if they return the ball into the backcourt.

One who is familiar can readily see that what will result in the average fan's



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And it is a well-known fact that many growing boys and girls suffer from this form of constipation ... while their parents, unsuspecting, see only the effects ... listlessness, ill-temper and poor appetites.

Post's Bran Flakes protects them against this condition. For it supplies, in taste-tempting form, the necessary bulk that so many diets lack. Thus it helps to prevent intestinal sluggishness ... and to insure the normal, healthy elimination of food wastes.

And youngsters love Post's Bran Flakes. It is so delicious-tasting ... and stays so nice and crisp in bowls of milk or cream ... You, too, will like Post's Bran Flakes, plain or with fruits or berries ... and you'll find that it helps to keep you feeling fit. Post's Bran Flakes is a product of General Foods and all grocers have it.



mind when the offensive team works the ball in for a shot, misses, recovers the ball, passes it around several times and then passes back into the backcourt without the referee interfering.

However, in the twelve games observed, not more than twice in one game was the referee forced to call a violation on this rule but the fans thought he had missed several and Oklahoma basketball fans are not the timid sort. They voiced their sentiments, but they were wrong.

Basketball teams in the southwest have been using blocks for years and they are taken as a matter of course. It is believed that blocking is blocking even if you choose to call it screening and the officials seem to be calling them, as in the past.

As a whole the new rules have detracted little and eliminated the game's worst evil—stalling. They have speeded up the game to the satisfaction of the average fan and to the sorrow of the dyed-in-the-wool fan who likes to see a well-planned and executed block play.

BILL HALLER

PENNSYLVANIA • •

MEMBER schools of the Pennsylvania Interscholastic Athletic Association voted to disregard the ten-second rule, which affects the games in the elimination series leading up to the state championship. The Board of Control of the Association recommended that in all other games also the ten-second rule be disregarded. Otherwise the rules of the Joint Committee are being observed. The Association schools voted to continue the state championship this year.

EDMUND WICHT

RHODE ISLAND • •

IN the state of Rhode Island high schools are adhering strictly to the rules of the Joint Committee. Officials chosen from an approved list of R. I. Basketball Officials by a commissioner representing the State Principals Association.

The game has speeded up noticeably under the new rules; stalling reduced to a minimum; more attention given to a fast passing attack; very few delays due to violations from passing back; and none to speak of for violation of 10-second or 3-second rule.

An increased interest on the part of players and spectators.

Most schools are using a man to man defense in their backcourt. At least two schools play a five-man zone defense while the remaining schools play a man-to-man defense. Most of the schools depend on a fast break attack although some resort to a definite floor play. The pivot play at the free-throw line is still used effectively by teams having a tall center.

FREDERICK DAVIS

TEXAS • •

WING to the size of Texas and the number of schools participating in basketball the style of play varies greatly. In fact, perhaps 30 or 40 percent of the schools play the game out of doors. While the new rules

as adopted by the Joint Committee are observed in all games, I might say that the stalling type of play has never been much of a problem in high school basketball in Texas. I am quite sure, however, that the schools as a whole are pleased with the new rules.

Last year more than 1600 teams took part in the series of games that led to the final state championship tournament which was won by the Temple High School, Temple, Texas, Mr. George W. Forehand, Jr., coach. (See Mr. Forehand's article in this issue—Editor).

ROY B. HENDERSON

WASHINGTON • •

THE ten-second and three-second provisions of the rules of the Joint Rules Committee have been abrogated in the high school conferences of the cities of Seattle and Spokane, the two largest high school leagues in the state of Washington. Other sections of the 1932-33 rules are being observed. In the Spokane city conference it was the feeling of the competing schools that the ten- and three-second rules should be disregarded for the following reasons:

1) The ten-second rule does not take into consideration the wide variation in the dimensions and proportion of high school playing courts. Personal combat is inevitable on courts of six to seventy feet in length.

2) Provincialism has no place in basketball legislation. The stalling game may be a problem in parts of the country. In this particular sector it has been of no concern since stalling has been used very little as either an offensive or defensive weapon.

3) Observance of the ten-second rule demands too much attention of a high school player. He is concentrating on getting across that sacred line (and there are probably three or four other markings to be distinguished) while he neglects his passing or fails to regard the traveling, pivot or other vital rules.

4) Both the ten-second and three-second rules unduly add to the already too numerous duties of the officials.

In this state the style of play is very typically characterized by the short pass, fast break game with variation by some teams with two or three offensive blocking formations. Defensively, the man for man system is quite standard. Tip-off plays are nearly obsolete.

C. C. QUACKENBUSH

In most of the smaller leagues throughout the state the ten-second rule seems to be observed. The following motion bearing on the subject as applied to smaller gymnasiums was passed at the annual meeting of the Representative Assembly of the Washington High School Athletic Association.

"That in gymnasiums seventy feet in length or under, two red lines be drawn across the floor forty feet from each end and the offensive team be required to get the ball past the nearer line within the second rule."

It may also be of interest that in the State of Washington, as an economy meas-

ure, the annual state high school basketball tournament has been discontinued for this year. There is some sentiment in favor of eliminating it permanently.

J. D. MEYER

WISCONSIN • •

THE Wisconsin Interscholastic Athletic Association in annual meeting attended by more than 300 school representatives unanimously discarded the 1932-33 rules and approved as official the regulations for 1931-32. Rules makers apparently were not conversant with the situation in high schools. The ten-second rule would make the game on the average small floor a football contest.

Our schools are finding the 1931-32 rules entirely satisfactory. It is too early in the season to state much about types of defense and offense. I am inclined to believe, however, that the zone type of offense with the man to man emphasis will again predominate. The offense which has come to my attention so far this year is a short-passing spot game.

P. F. NEVERMAN

WYOMING • •

THE rules of the Joint Committee are being observed almost completely in Wyoming. The only variations are in the marking of the basketball courts and even in this respect the suggestions of the Joint Committee are being carried out. Courts less than 65 feet in length have two center lines, each 35 feet from a basket, instead of the one center line.

The game has been speeded up by the changes but the systems of leading teams are practically the same. Wyoming basketball has always been active, and very few, if any, cases of stalling took place.

In past years Wyoming fans have placed the responsibility for stalling on the defensive team. This meant a man-for-man defense all over the floor when a team started a stall, and action was the result. The opinion of some concerning the three-second rule is that this rule was not needed to speed up basketball in Wyoming. The pivot play was used by some teams but only as a scoring play without intentional blocking or stalling. Screening or the legal block, was not evident in last year's tournament or season's play.

Offensive and defensive play of the 16 teams entered in the state tournament held at Casper last March showed that there were several distinct styles of basketball played in Wyoming but stalling was present only in the closing seconds of play when a team kept possession of the ball to protect a small lead.

Rock Springs, winners of the championship, had the best defensive average record of 13½ points for the four games played during the state tourney. Second to them in defensive record was Cheyenne with 15¼ points.

So far this season there has been no drastic changes in the offensive and defensive systems of any of the leading teams. Most coaches, players and fans have accepted the changes of the Joint Committee with good grace, and expect them to have a wholesome effect on the game.

E. M. THOMPSON

Food-for-Athletes Bureau

• Breakfast •

*By WILLIAM I. FISHBEIN, M.D.

MODERN times have affected health in many ways, not the least of which has been through the diet. Not only has it brought an alteration in the kind of food that is eaten, but, in addition, has greatly affected the way in which it is consumed. Several decades ago, eating was still an art. Now, for many young boys and girls it apparently is a duty to be finished as quickly as possible so that the attention may be turned to more important things. Especially is this true of breakfast.

It is not unusual for the breakfast of the high school boy and girl to consist merely of a cup of hot coffee, hastily gulped down with the cup held in one hand while the other is busy putting on the hat

morning meal.

The cooked or commercially prepared varieties of cereals are both satisfactory. The whole grain variety can be alternated with those which are more completely milled. The whole grain cereals furnish more vitamin B but, of course, this vitamin can be obtained from other sources at other meals. The chief function of the cereal for breakfast should be to supply easily digested carbohydrate-furnishing energy.

Of the meat substitutes, eggs are the most common ones used for breakfast. Bacon, ham and chipped beef are the meats most often served. There are many who are unwilling to include these foods in the morning meal and, in reality, there is no



so that the youth may dash off to school.

Breakfast should be one of the most important meals of the day. It comes immediately after a long fast period of twelve hours or more. The youth should arise in the morning hungry and should welcome his breakfast. If he does not, there is something wrong with his health habits.

In general, it may be said that breakfast should consist of some fruit, or fruit juice or vegetable juice, a cereal, a meat or meat substitute and a beverage. This should be true for both the boy and girl alike.

Fruit and fruit juices eaten at breakfast have several purposes. The fruit acids stimulate the appetite and start the secretory action of the stomach. Fruit eaten at breakfast, as well as that eaten at other times of the day, is of importance in preventing constipation. The citrus fruits are among those most commonly employed for breakfast, and are especially valuable because of their high vitamin C content. But other fruits, such as bananas, prunes, stewed apricots, cooked plums and baked apple, are commonly used to start the

great necessity for them. They do, however, add to the tastiness of the meal.

The chief function of meat and meat substitutes, with the exception of bacon, is to furnish protein, but by including a quart of milk a day in the diet and by eating meat at one of the meals, the youth receives about as much protein as he needs.

Of the morning beverages, milk is probably the best. Cocoa, made with milk, and cereal beverages are commonly used.

There is much discussion about the value of drinking a glassful of warm water, cold water or water to which salt has been added, before breakfast. There apparently is no special merit in such procedure. Of course, water should be drunk at all times of the day so that enough of it is imbibed.

Athletic contests are not often scheduled for the morning hours. If high school schedules demand that the child have his gymnasium period at 9 o'clock in the morning, he must be taught to alter his breakfast accordingly. It has been shown by several series of observations that strenu-

(Concluded on page 21)

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TEACHING GOLF

By BILL JONES

This series on golf by one of the best of the younger professionals is written expressly for the high school coach, or other faculty member, who finds the game of golf now included in the ever-widening field which the new school is creating for him.

Herewith the author tells you where to look for faults when one of your boys or girls swings a golf club under your scrutiny. This swinging may be done as well in the gymnasium as on the greenmeadows.

YOU, as a coach and instructor with the opportunity of introducing the game of golf to your students and improving those already introduced, must know the basic principles of form and



FIGURE 1

mechanics if you are to help your students get started on the right way to good golf.

In this series I will attempt to define the essentials and non-essentials of the golf swing so that when one of your students asks you to help to eradicate a slice you will be able to get to the fundamentals of the thing without a long detour through non-essentials.

You may inquire how a golf analyst determines just what are and what are not fundamentals. Not by using as models the swings of Bobby Jones and Walter Hagen, although as it happens they would serve very nicely. Instead, he analyzes the swings of all the leading stylists and shot makers and segregates the traits they all have in common. These are the fundamentals. The characteristics which vary with the individual player are the non-essentials, as far as we are concerned. Statements that I make here are not my own pet theories, unless so stated, but are instead rock-bound easily proven facts.

Before taking up the first fundamental of golf, let us briefly consider a few non-essentials that you may have believed to be of rather large significance. The grip for instance is a non-essential. Ross Somerville, the present amateur champion, uses the natural grip; that is, all ten fingers on the shaft. Gene Sarazen uses the interlocking grip but recommends the overlapping grip. Bobby Jones uses the overlapping grip but is on record as saying that no one without large strong hands should either overlap or interlock. You will make no mistake in teaching your pupils to employ the natural grip as it is by far

the strongest and offers fewer complications. In its support you can refer to the fact that players using that grip have won more national championships than users of all the other grips together.

Another non-essential is the so-called "straight left arm." There is no such thing! There is an extended left arm such as Bobby Jones has, but it is by no means straight. Walter Hagen's arm is bent considerably. The bend in the left arm of Billy Burke, open champion of 1931, amounts to almost 90°—a right angle! Making a full golf swing with an absolutely straight left arm is a physical impossibility. Try it yourself and I am sure that you will not foster such a fallacy on your pupils. Do not permit yourself to be misled by supposedly authoritative articles extolling the virtues of a "straight left." The sound reasonings of our more sober-minded golf experts are being heard above the clamor of the faddists and before long I am sure that the straight left arm fad will die the natural death of all fads.

The first fundamental of golf is strangely enough the one most often violated. Beginners in golf who have not had the benefit of intelligent coaching are the greatest offenders. But even players of experience very often are guilty. Violation of the first fundamental causes topping and slicing, the two great faults of golf. You can give your pupils this all important fundamental



FIGURE 2

in just four words—*Keep your body bent!* The drawings on this page were made especially for this article to give you a graphic illustration of this principle. I believe that they show more clearly than a long detailed explanation of just what "keep your body bent" means and how it works.

Figure 1 shows a golfer whom we will suppose is your pupil. You, of course, are standing directly in the line of flight so you can observe the action closely. Notice that the upper part of his body is bent forward slightly from the waist. This is of course perfectly natural. In this case the angle is one of about 150° but your next pupil may bend forward even more, causing an angle of, let us say 140°. It is probably his most comfortable position. The big point is to see that he maintains the

same degree of bend throughout the swing, right through to the finish.

Figure 2 shows your pupil at what is popularly termed "the top of the back swing." Note particularly that the angle at his waist is still one of 150°. That angle must not change. If it does, trouble will always follow. Now for figure 3, showing his position at the instant of contact. At this point particularly it is absolutely essential that the waist angle remain unchanged. The most common fault in golf occurs between the positions shown in figures 2 and 3. Almost invariably the untrained golfer increases the waist angle and tops or slices the ball. This faulty action of increasing the waist angle is usually called "rising." If you will take the position recommended above, directly in line with your pupil's swing and use a line on the wall or a point on the horizon as a guide, you will be able with a little practice to tell immediately whether or not your pupil is guilty of rising.

The most hackneyed bit of advice in golf is "keep your eye on the ball." The commonest alibi for a poor shot is "I took my eye off the ball." Yet keeping one's eye on the ball has nothing whatever to do with the success or failure of a shot. Any expert golfer can hit perfectly ball after ball with his eyes closed. If the waist angle at the address remains constant throughout the swing, it matters little what the eyes are doing.

Maintaining that waist angle during the swing is a matter merely of constant practice under competent supervision. The easiest way to groove such a swing is by drilling your pupils in the chip shot, using the half-swing. The half-swing is just that—half the full swing. In the back swing have your pupils stop the club when it is opposite the right hip instead of carrying it over the shoulder. Then have them swing down through an imaginary ball, grazing the turf or a doormat with the club head, and finish with the club pointing directly forward about opposite the left hip. Make certain that the angle of address is maintained throughout the swing.

For this drill, the half swing is superior to the full swing for several reasons. The simple half swing is far easier to make and accomplishes the same results as the com-



FIGURE 3

plicated full swing. Also it minimizes the urge to "slug" at the ball, usually prevalent with young golfers. Finally, you as the instructor can more easily detect any change in the waist angle during the half swing.

Occasionally a pupil will decrease the waist angle instead of increasing it. This is called "ducking" and naturally should be guarded against. However, in comparison with rising, ducking is comparatively rare and I mention it merely in case you do meet with it.

If you do nothing more for your pupils than to teach them to stay bent, you will be aiding them to embark on their golfing careers without the enormous handicap that impedes the progress of probably 80 percent of all golfers. Make your slogan "Keep Bent!"

Editorial

(Continued from page 3)

Trend No. 2 is seen in the reduction of schedules of interscholastic contests, especially basketball—particularly in regard to state and district championship tournaments. Instead of a score or more high school teams gallivanting off to some central place and playing morning, noon and night (and sometimes early morning of the next day) over the week-end, as few as two teams are now sometimes brought together in the central final. The previous elimination was done in various districts, painlessly.

Trend No. 3 is in the direction of intramural progress. The modern school with love in its heart is giving competition to all the able-bodied boys and girls and not only to the members of the varsity teams. The girls get girlish competition, and the boys get the sturdier kind. There is a difference, you know. Remember Dr. Burdick's little drawings in last month's Scholastic Coach.

Trend No. 4 is one that we pointed out to ourselves. Mr. Rogers did not say anything about it. It concerns the development of high school class-consciousness in athletics. The high schools are coming more and more to appreciate the advantages of athletic solidarity. Their problem is like no other, and it behooves them to act accordingly, and in concert.

Out of the huddle

WITH Jamestown leading Brownsburg (both Indiana high schools) 26 to 23 and a minute to play, a door in the gymnasium slammed and the sharp crack was mistaken for the gun ending the game. The Jamestown players started to walk off the floor while a Brownsburg player calmly shot a field goal. When the officials discovered the mistake, the game was ordered continued and Brownsburg was given credit for the basket. Brownsburg then scored another and won the game, 27 to 26.

The worst basketball tragedy of this season occurred when four McGill (Nevada) High School basketball players were killed and a fifth dangerously injured in a motor car collision on the Ely-McGill highway when the squad's car was returning from a game at Ruth, Nevada. Three other McGill players, less seriously injured, were brought to a hospital in Ely, together with J. A. Mahoney, McGill business man who was driving the car with which their machine collided.

It is reported that the metric system for track and field events, adopted by the A.A.U. and Intercollegiate A.A.A.A., may be adopted by officials of the New York City Public Schools Athletic League. If the New York officials report in favor of the metric system, they will be the first high school body in the country to go on record as favoring the new system.

Chicago high school basketball coaches have been having their difficulties with players who have been playing with outside teams. The Chicago Public School League rule states that players on the eligibility list cannot participate in outside games and violation is punishable with suspension from further competition. Particularly hard hit was Coach Harry Staples, who lost three men in this way.

Three years ago Johnny Macionis, 16-year-old Central High School, Philadelphia, student, couldn't swim a stroke—today he claims the national interscholastic record for the 220-yard free style. In a dual meet with Germantown high school Macionis was clocked by all four timers in 2 m. 18 1/5 s. The former record of 2:19 3/5 was made, by Robert Kerber, Main Township High School, DesPlaines, Ill.

MAURICE DAVIS

Food-for-Athletes

(Continued from page 19)

ous exercises decreases the digestive functioning of the stomach, especially when the exercise coincides with great emotional ex-

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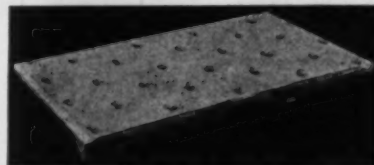
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SPEEDBALL

(Continued from page 15)

Although the game is so new that there do not seem to be any special systems of play, yet the possibilities are there.

Practice formations are possible in speedball as in any of the better established sports. As an example, to develop quick breaking for the ball and hard running, the boys are lined up in two lines some twenty feet apart and both lines facing the coach. The coach rolls the ball midway between the lines and about twenty feet from the head boys who each attempt to drive the ball in the direction of his momentum.

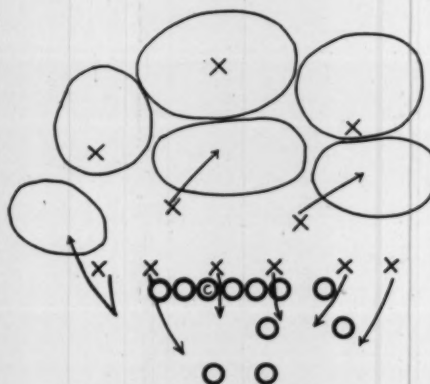
Formations for developing such fundamentals as passing and catching the ball on the run, pass defense, picking up the ball from the ground by the use of the feet, drop kicking, eluding an opponent in a man-to-man defense, and other phases of play were conceived and used to advantage.

A type of defense which was found to function well was one which allowed for two goal guards and two halfbacks who seldom advanced beyond the center of the field. The goal guards shifted so that one man was always in the goal and the other was left free to break up passes. The halfbacks faded back with the attack of the opponents and held up the play until their teammates could come up from down the field to cover their individual men.

KIPKE'S DEFENSE

(Continued from page 13)

defensively until its backs are making the tackles on the line of scrimmage; that tackles with good intention can get across the line of scrimmage but that they often go too deep; that the guards should have this leeway. Kipke also diagrammed his zone defense against forward passes, a combination of 6-3-2, and the 6-2-2-1 Kipke said that his quarterback will play



ZONE DEFENSE VS. FORWARD PASSES

about 30 yards deep at the start of the play; his guards rush through to smear the passer; also his tackles, who play wide so that the offense is in full view; his end on the weak side charges and then covers the flat territory to his side rear. In speaking, Kipke has a forceful way of emphasizing a point by repeating a phrase; thus: "The tackle on the strong side will play outside the defensive end—will play outside the defensive end."

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Boy-Girl Conduct

(Continued from page 11)

helping the sex conduct of youth. Therefore, his dilemma shifts from *whether* or not he should help them, to *how* he can discover ways to meet possible parent and administrative objections and yet achieve results with the youth so deeply influenced by himself. He cannot rightly ignore or sidestep the problems presented to him by the sex problems of modern youth.

These problems are real enough, as any coach or other observer of youth will readily grant. Present day frankness and amount of talk about sex and sex conduct inevitably arouse curiosity and stir the emotions, especially if sex is only partially understood. (Partial information always has caused many doubts and uncertainties.) But even more disturbing is the bewilderment caused by the conflicting interpretations of home, companions, church, movies, pseudo-science, novels and newspapers—interpretations which range from mid-Victorian prudery to open salaciousness, from unswerving loyalties in marriage to sex irregularities as casual as dining, from pride in self-control to plausible justification for unreserved sex expression. Small wonder that youth have little as a basis for building sound codes and sane philosophies of conduct. And small wonder that in disgust many of them fashion codes of their own or follow the lure of the most thrilling interpretation.

Meanwhile many others try to "get the straight of it." On nearly every side they are met by the reluctance of parents, school authorities, teachers, librarians and other adults to help them. These elders hesitate, and make ready excuses, and don't know what to say. Not so the drama, the screen, and modern literature and journalism; these interpreters hesitate not a moment to set up scandal, scientific smattering, perversion, and disregard of social codes with all the skill of their modern techniques. While youth seek the wholesome almost in vain, the unwholesome is everlastingly on the job!

Another problem grows out of today's ease of communication and transportation. Thanks to the accessibility of telephone and automobile, youth can readily come together and in a few minutes can be beyond the range of social restrictions. If they were fortified by sound and practical codes these sudden demands for social responsibility would not be difficult to meet. But with lack or uncertainty of codes, the demise of the chaperone, the open flaunting of custom by some youth, the pressure to "be a good sport," and the "cinch to get away with it," many youth are facing situations they don't know how to handle.

Equally disturbing to youth is the blatant and boastful defer of social codes. His apparent success and enjoyment are impressive. Youth, unable to meet his glib justifications of conduct and not having

the social discernment to put finger on his fallacies, may be lured by him into irregular conduct against their wills.

Other upsetting factors grow out of the present flagrancy of prostitution in order for it to exist in a period of depression, the laxity caused by hip-flask codes, and the struggle of commercialized amusements to survive by making attractions openly sexual. Even more upsetting is the conviction of youth that this sort of sex conduct, appealing though it may be, doesn't fit in with the best of human experience and ruthlessly breaks down the very ideals youth struggle so hard to build up. And their situation is made still more difficult by the need to postpone marriage because of finances or prolonged schooling, with consequent tensions.

It is all too evident that youth need help, and that help is hard for them to obtain. The coach, whatever his attitudes and abilities, is looked to for that help. Because he can be informal as well as business-like, youth more easily break the barrier between him and them in their search for help. His authority, his hold over youth, his willingness to face life issues, his unwillingness to see youth ideals go by the board unnecessarily, and his conviction of his importance in the education of youth, all conspire to bring him face to face with their most difficult problems.

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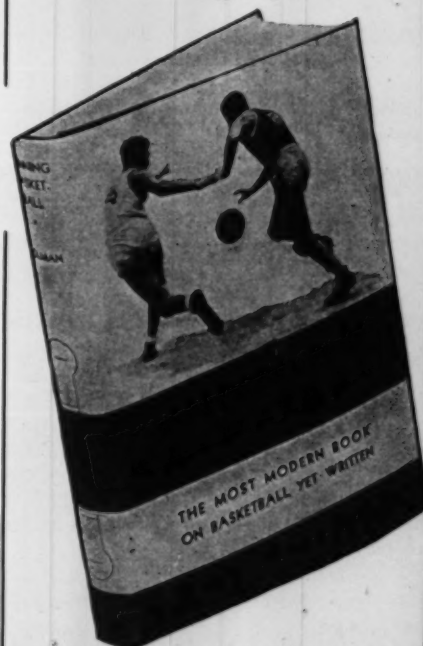
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